

# The Catholic Library World

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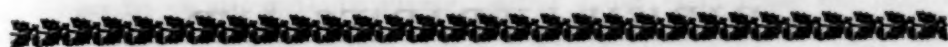
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ADULT EDUCATION

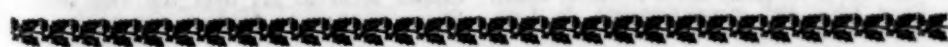
IN REVIEW BY ALBERT E. WILLIAMS

To All  
Our Readers:

A Holy and Happy

Christmastide

Be Yours



# PARISH LIBRARIES AND ADULT EDUCATION<sup>1</sup>

By REVEREND ALOYSIUS F. WILMES

*St. Laborius Parish, St. Louis, Missouri*

"Go, therefore, and make disciples of all nations, . . . *teaching* them to observe all that I have commanded you" (Matt. XXVIII, 19-20, was the solemn commission Christ gave his Apostles and their successors immediately before his Ascension. In her effort to meet that sacred trust down the centuries, the Church has availed herself of every possible means and opportunity. Accordingly, from the very beginning literature has been enlisted as a handmaid in the service of the Church, with the result that our Catholic literary heritage is truly one of the wonders of the world. The great libraries of Christendom grew up around the churches and abbeys and monasteries, so that certainly no one should be more at home in a library than a Catholic.

In her long history the Church has encountered and conquered countless threats to her existence and effectiveness, trusting implicitly in the solemn promise of her Divine Founder when he commissioned her to teach all nations: "I am with you all days, even unto the consummation of the world." Since "the gates of hell shall not prevail against her," we need never fear for her existence, but her effectiveness has been and can still be seriously hampered. We who love the Church must be ever on the alert against any threat to the effectiveness of her message and mission. To the modern world belongs the unenviable distinction of confronting her with the Godless heresy of secularism. Ours is the age of science and invention. Ours is the "Century of Progress". Ours is the age of worldly, Godless materialism. We

discover the secrets of the atom only to destroy ourselves. We put the movies and the radio in the service of Satan. We use God's gifts of intellect and will to insult him and to degrade ourselves. Never has there been so much education and so few truly educated people. In a word, we must admit that the modern world offers a serious threat to the effectiveness of the Church.

To become more specific, the enemies of the Church have enlisted the printed word in their insidious warfare against us. Pornographic literature is pouring from our presses in a veritable deluge. Crime stories are reaping a fearful harvest in our juvenile delinquents. The secular press on the whole ignores God, which in many respects is worse than a frontal attack. Even the harmless comics of yesteryear have been invaded. Largely no longer comical at all, they are nevertheless devoured by young and old, and thoughtful study has concluded that they are 80% objectionable.

Meanwhile our Catholic press struggles on against great odds and Catholic literature is on the defensive. The majority of Catholics do little or no Catholic reading, and ignorance of the faith abounds. Poorly instructed Catholics—products of our short-Mass, short-sermon or no-sermon mentality—are confounded by the simplest questions of the sincere inquirer. But why go on lamenting these all too painful conditions? What is the Church doing about it? What are we doing about it?

Our first thought may be of a great national drive against Catholic ignorance. We cannot seem to get over the idea that the bigger a thing the better, while in our haste

1. Paper read at the Library Service to Catholic Readers Round Table, 20th Annual Conference, St. Louis, April 24, 1946.



## PARISH LIBRARIES AND ADULT EDUCATION

and desperation we may make the mistake of overlooking a most obvious means—the *parish*. The parish is the cell of the Church's life, the basic unit in her organization. Logically, then, we should look to the parish for the solution of most of our difficulties. Is not a parish library in every parish a good solution?

What do we mean by a parish library? Here we are not speaking of the parish school library. We mean a library principally, though not exclusively, for adult parishioners; one to which parishioners may come to find the best as well as the latest of Catholic literature. Among its purposes are to foster and increase cultural Catholicity; to counteract the evil influence of pernicious books, newspapers and periodicals; to afford practical means for strengthening what is best and eliminating unworthy reading; to foster cooperation with public libraries by directing readers to them for books not in the smaller parish collection.

It may be objected here, perhaps by public librarians, that it would be better not to have many small parish libraries but to support the public libraries which are only too willing to purchase a full quota of Catholic books if assured that they will be used; that getting Catholic books on the public library shelves is an excellent way of getting them into the hands of non-Catholics where they will accomplish a double purpose.

As to the first part of this objection, how accomplish the dream of getting Catholics to read the Catholic books that might be placed in the public library? The goal is laudable but can hardly be achieved in one bound. The writer feels that a parish library, because of more tangible community interest and of its easy accessibility, is an ideal means of developing Catholic readers, who, once the habit of Catholic reading has been formed, will naturally gravitate to the public library for books not to be found in the parish collection. Constant publicity is absolutely necessary and this can be given most effectively through parish announcements, bulletins and publications. The

aid of parish organizations can likewise be enlisted.

As to making Catholic books accessible to non-Catholics as well by placing them in the public library, with that there can be no question, but how influence the public library to purchase these books without first developing a Catholic reading public—a first goal most easily achieved by the close-to-home parish library?

A well planned parish library will, of course, strive to have something of interest to the various groups and types of people in the parish. This must be so if the library is to be a means of adult education, which is a life-long process of learning. Adults must be taught to advance in their knowledge of the faith after leaving school, but only too often very little if any progress is made in this matter.

Today, however, two groups in the parish ought to be given special consideration and attention, namely, our youth and our returned servicemen. The former go from our schools into a hostile and irreligious world, and the habit of intelligent Catholic reading would go a long way in counteracting this. Many of them have no Catholic elementary school training even, and multitudes of them have not attended Catholic high school or college. A special effort should be made to reach them.

The returned serviceman is bound to present problems to the Church as he does in so many other respects. Their number alone should make us expect this, one person in ten being a veteran. Many of them are hardened, disillusioned, restless and irresponsible. They have seen the seamy side of things and have become unbalanced in their outlook on life. One can hardly overestimate the influence the reading of good, solid Catholic literature will have on them. To save them for the Church, to make them more militant Catholics, will mean a virile and strong Catholicity in America for the next generation. We priests and you librarians must not fail them and the Church, and surely a good parish library is an excellent aid in this difficult task.

(Continued on Page 98)

# WHAT IS A CATHOLIC BOOK?<sup>1</sup>

By ELIZABETH HANLON

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There is a danger attendant on our contemporary desire to classify and label. It is the danger of using the wrong label or of interpreting the label incorrectly. When it comes to our reading, most of us are as uninquiring as Alice was when she dutifully responded to the printed command, "Eat me". We do not question the glowing superlatives of the publisher, the cautious generalizations of the reviewer, or the soprano insistence of our acquaintances. We are willing to take some one else's idea, rather than go through the somewhat painful process of having one of our own. And so when it is a question of a book, we believe everything that is told us on the jacket—naively disregarding the very obvious fact, that the publisher regards the jacket as the same piece of undisguised trickery as the angler's bait. It is something that will glitter when the sun strikes it. It is something that will lure you on. It is advertising. It is not evaluation.

There is a sort of heresy rampant among readers today. It takes the form of a belief that if a book is written by Bridget O'Toole, or if it is written about Bridget O'Toole's uncle, who was for twenty years a parish priest in the East side of New York, the book is Catholic. It may, even on such slender and slippery grounds, be described as that will-o-the-wisp, "the great American Catholic novel". We can be fairly certain that it is not the latter. We are entitled—in fact we are *obliged*—to have a doubt about its being the former, that is, about its being a Catholic book. No amount of episcopal ceremony makes a book Catholic; nor do large numbers of persons in religious habits; nor do frequent more or less devout ejaculations to Our Lady and the

saints. In short, the subject matter of the book does not determine its Catholicity. It is quite within the realm of possibility to have an entirely pagan book about the Pope. It is tragically true that we have entirely pagan books about Our Lord, Himself.

Just as the Catholicity of a book cannot be determined by its subject, neither can it be determined by its author. But this is a more subtle judgment, and a more sad one, in some cases. A Catholic author does not of necessity write a Catholic book, for it is possible that his point of view will be narrow or will be warped. A non-Catholic author, by the same token, does not of necessity write a non-Catholic book, for it is possible that he may have the wholeness of vision, the integrity of purpose, and the soundness of values which we mean when we refer to a book as Catholic. It is unfortunate that the term, when used with a capital C, should have the effect of limiting our judgment rather than of expanding it, as would be the case if we were to use the small letter. We can both agree and disagree with Lamb when he speaks of "a taste so catholic—so unexcluding". For to say that we must regard books with a breadth of vision that precludes bias, is not to say that we should discard discrimination. As with all Christian acts, this judgment also must be distinguished by a sense of balance and order. And it is difficult to say in which direction we err most frequently today, whether in demanding that Catholic literature be sectarian or in acknowledging as Catholic, books which are wanting in sympathy or in taste or in the proper moral sense. A little conscious effort on the part of the reader to evaluate his reading in the light of what he cherishes as his Christian principles will prevent much of the abuse to which the label *Catholic* is presently subject.

1. Paper read at the meeting of the Washington, D. C. Maryland-Virginia Unit, Trinity College, November 2, 1946.

## WHAT IS A CATHOLIC BOOK?

Perhaps our purposes will best be served if we broaden our discussion of books to include those which, though not religious in tone or purpose, yet represent this wholeness, this catholicity of outlook. Surely all our effort should be to expand rather than to limit the range of our literature.

There are countless ways (less formidable than Dewey's) of classifying books. They are new or old, slender or sturdy, prose or poetry. There are books to be read in summer when you are hot, or before the fire on a winter's night. It is not easy to decide what classification is best suited to the purpose at hand. But there is, in the very act of reading, a suggested classification. It is a classification according to our needs.

This is a day when we are acutely conscious of our needs, whether of butter or beauty, sugar or certainly, soap or security. We are conscious of them, and yet, at the same time, we cherish our independence in much the same way that a baby will swagger triumphantly from one chair to another, provided that there is someone in each chair to assure his safe arrival. And so with books. We reach for them to fill our need, though it is usually one which is unexpressed and often one which is unknown.

For our pleasure, our relaxation, our entertainment, we have a wide range from which to choose, so wide, in fact, that we have been hard put to determine which titles to mention. Current in the world of fiction, to mention one of the more distinguished, is the third in the C. S. Lewis trilogy of novels. This last is entitled *That Hideous Strength* and is a fine blend of the humor and satire, the sensitivity and the thoughtfulness, which we have come to expect of this author. Here again we find him primarily concerned with the conflict between good and evil, the struggle between light and darkness. Here again we find the same subtle allegory, the same brilliant characterization.

An Irish author Patrick Purcell, has given us a novel of which Padraic Colum writes: "*The Quiet Man* is a complete retreat from metropolitan life: to read it is to live with

the leisurely, talkative men and women of any Parish in the east or south of Ireland. Patrick Purcell renders perfectly the scene and people at the end of a by-way."

And, though it is not fiction and it is no longer truly "new" in the odious sense in which lending libraries frequently use the word, it would be a pity to leave the subject of the Irish by-ways without a mention of Robert Gibbings' *Lovely is the Lee*. It is a happy book and a pleasant one, filled with the sights and sounds that make Ireland lovely to one with the eyes to see and the ears to hear. And in addition to his particularly acute senses, the author is also gifted with a style as musical as the sound of the river *Lee* itself.

From the French we have two very powerful translations. *Joy*, by Bernanos, follows in the tradition of his *Diary of a Country Priest* with its theme of the mystery of suffering and of sanctity! In *Joy*, however, the chief character is a young girl, Chantal de Clergerie. And it is in her and through her that the drama of grace is worked to its triumphant conclusion. Likewise concerned with the struggle between good and evil is François Mauriac in *Woman of the Pharisees*. Here Mauriac searches hearts deeply; the heart of a man, of young lovers, of a saintly priest, of an ambitious woman. It is this last with whom the story is mainly concerned. The motivating force is grace and her story is tragic in everything except its ending.

From a young American author, Sam Constantino, Jr., we have a first novel, *Tale of the Twain*. Here it is the uniqueness of the theme rather than the power of characterization which recommends it to the reader. Also from an American author, Edward McSorley, we have a warm genuine story of Irish-Americans, *Our Own Kind*. Though there is an amount of the sordid which scarcely seems essential to the integrity of the characterizations, there are also a vitality and a fundamental goodness about its characters that make them memorable.



## THE CATHOLIC LIBRARY WORLD

These are some of the books for which we may reach this year to fill our need for entertainment. There are others which it is a temptation to mention. Among the reprints are *The Unknown God* by Alfred Noyes and Cecily Hallack's *The Happiness of Father Happe'*. Belonging to that dubious class of books written for children and enjoyed by adults are the fantasy—which is yet so real—of the late Antoine de St. Exupéry, *The Little Prince*, and T. H. White's *Mistress Masham's Repose*. This latter, couched in quaint eighteenth-century language, features the activities of Maria who is ten years old and, in the words of her creator, Mr. White, "one of those tough and friendly people who do things first and think about them afterward". *Mistress Masham's Repose* is in the tradition of *Gulliver's Travels*. Those who were so captivated by her earlier novel, *Brother Petroc's Return*, will find that the English Dominican Sister, S.M.C. (collaborating with L. M. Anderson) has again given us a joyous tale in *The Flight and The Song*. The jacket of this book speaks truly when it says that this is a story as "fragrant as a sprig of heather and as sturdy as a granite cliff".

There follows the need of information—a bald term, which suggests *The Old Farmer's Almanac* a little too strongly! Although it has now been published for nearly a year, it seems pertinent to mention the fine work of Dr. Carlton Hayes, Professor of History at Columbia University and Ambassador to Spain from 1942 until 1945. "The Spanish Question" as it is referred to on all sides is indeed one about which we should have a clear and a correct idea. It is important to know the true background of this controversy because the matter is far from closed. And indeed it is likely to be continued with increasing vigor as the United Nations turn their attention to the matter of Franco's Spain. It is a happy combination to find in an author the experience of actual activity in diplomatic circles and the integrity of one of the day's most distinguished historians. *War-time Mission in Spain* is not a new book. Neither is it likely to be an old book very soon, which is a considerable compliment to any work which deals with current history.

In an entirely different vein is Father Edward Haggerty's moving story of his three wartime years in the Philippines, *Guerilla Padre*. Here we are given a stark story, the more impressive because it is told with the utmost simplicity and sincerity. It was begun in the form of a diary. There are no heroics. There is no literary polish; we should almost be offended if there were. And yet the very urgency with which he writes brings a distinction to Father Haggerty's book. In one place he says; "Our stone altars in the towns had been desecrated by the pagan, but we fashioned bamboo ones in the forest. Our flag went down on Corregidor and waited long for Leyte. But in the hills—in the hills with us—the altar and the flag were always there".

A real need has been filled for us recently by John Brunini, author of *Whereon to Stand*. For Catholics, who know their Faith but are awkward at explaining it, and for non-Catholics, whose misconception of some minor point obscures their vision of the whole, it is of considerable value.

Of recent publication is a distinguished anthology entitled *A Century of the Catholic Essay*, and edited by Father Raphael H. Gross, a member of the faculty of St. Joseph's College, Collegeville, Indiana. Father Gross has done a great service in compiling these essays. For the teacher, he has prepared an admirable selection, well suited to the classroom need of literary excellence, variety in style, and diversity of subject matter. For the reader, he has gathered together a collection of essays which will satisfy the most varied taste. There is dogma and whimsy, criticism and musing. There is Catholicity throughout in the underlying plan of the book and in the tone of the essays, whether they are on cats or education or Chaucer. It is good to find an anthology of this type, for many fail to achieve sufficient variety or are so lacking in a common denominator as to be unsatisfying.

When we consider our third need—that of inspiration, we are faced with the prob-

## WHAT IS A CATHOLIC BOOK?

lem of making a selection from among the various types of inspirational books. We do not mean here simply devotional books, but those whose fundamental truth and beauty of style and concern with spiritual values have the power to lead us out of ourselves and in the direction of God. Here we can only be selective and mention some of those works most representative of the particular form in which they are cast.

Although it is a reprint, it is yet so timely and so full of life that a mention of Evelyn Waugh's *Edmund Campion* is imperative. Here is a brilliant and reverent biography, written at the time that its author entered the Church, and alive with the intensity and vigor and wit that we have come to expect from him. As Mr. Waugh writes in his preface: "The hunted, trapped, murdered priest is amongst us again, and the voice of Campion comes to us across the centuries as though he were walking at our side". One can be certain that he walks today at the side of such priests as Archbishop Aloysius Stepinac.

Keenly aware of the part that our Christian principles must play in the world if we are to have sanity and peace and joy, always insisting that we can scarcely show forth these principles unless we possess and understand them ourselves, Father Gerald Vann, the English Dominican, has written a unique spiritual book in *The Divine Pity*. As a sort of sub-title he refers to it as *A Study in the Social Implications of the Beatitudes*. But the austerity of such a phrase gives no indication of the breadth of the book or the warmth and beauty of its style. What Father Vann has done is to correlate, in his stimulating and rewarding manner, the Gifts of the Holy Ghost, the Beatitudes, and the Sacraments. In this way he encompasses the totality of Christian activity, treating everything from the lack of charity which is displayed by those who are excessively cheery at the breakfast table, to the liturgy as sacramental art. There are no pious platitudes in Father Vann's work. But there are such simple and memorable recommendations to the Christian as this, that he should be "transparent of God".

In poetry we find something of the same concern for mankind, expressed forcefully and poignantly by Caryl Chessler in *The Flowering Tree*. Miss Chessler is devoted to all the creatures of God. She is devoted to God in all His creatures. She has a zeal and a lyric gift which combine to give her work singular beauty and universality and individuality. In such words does she picture our world:

Christ is weeping over Jerusalem.  
His tears hang in a mist  
over the city of London;  
His tears water the parched dust  
in Spain and in Mexico;  
on the white snow of Holy Russia  
His tears are frozen,  
And the drops of His blood  
fall down softly through the snow-drift,  
like the leaves of a dark rose.

The world will not serve  
a God Who is also a poor man,  
Who has chosen  
bread and dust  
for the revelation of Love.

The world will bow  
to a God  
Who is out of the reach  
of the common people—  
remote, like a jewelled ikon  
set in a circle of flames,  
an ineffectual loveliness  
that neither demands nor rebukes.<sup>1</sup>

It is the part of the Catholic writer to write well, to write positively, to write with urgency. It is the part of the Catholic reader to be discriminating, to be liberal, to be understanding. How else can we fill our own needs? How else can we understand and minister to the needs of others? How else can we hope to replace the world's pitiful God of "ineffectual loveliness" with the effectual loveliness that is Christ.

1. Reproduced through the courtesy of Sheed & Ward.



# ELEMENTARY SCHOOL LIBRARY ORGANIZATION<sup>1</sup>

By SISTER MARY CELIA BAUER, S.S.N.D.  
*Aviston Community High School, Aviston, Illinois*

## Types of Organization

When St. Ignatius of Loyola was convalescing from his wounds, he looked about for reading material to while away the tedium of the hours. Finding nothing else, he was forced to content himself with the lives of the saints. "And reading, he began to be one of those about whom he read", says Reverend Edward F. Murphy in *Hand-clasps with the Holy*.

If the soldier and grandee of Spain was deeply affected by what he read, what of the pliable minds of children who are all too easily influenced by what they see and hear? The educator must give the child the best, for mediocre material—not to speak of that which is actually bad—is all too easily acquired.

In giving them this "best", one of the primary problems which the educator has to face is that of efficient organization. Making the books available to the young reader is a matter that can be taken care of in several ways. Three of these types of library organization are the classroom library, the central library, and a combination of the two.

*The classroom library.* The classroom library is perhaps the most easily started and most easily organized unit. Classify the books on hand; that is, put together the books that deal with each of several well-chosen subjects. Make a record of the books on hand. Print or type, according to a simple formula, author and title and subject cards, using 3 x 5 cards, and file these alphabetically. Devise a simple means of checking out these books so that you can easily tell who has each book not on the

shelves. Do all these and the simplest form of library organization is functioning.

*The centralized library.* In this form of library organization, the resources of the entire school are pooled so that every book is made available to every child. It requires a separate room set aside as a library, but outside of that the system can be kept simple, nor need the matter of equipment be frightening. Start with whatever you have and build from the simplest beginnings. All books in the school, except the very easy ones, are shelved together and one card catalog and one accession book are sufficient for all needs, no matter how elaborate the library may grow. The easy books may be shelved in the same room, but these should occupy a separate shelf. It is gratifying to know that even eighth-grade pupils will enjoy the picture books of the first-graders, while slow readers of the intermediate grades cannot but profit from the easy reading made readily accessible to them. On the other hand, why should the bright sixth-grade pupil who can comprehend and enjoy the material which would find its way onto the eighth-grade shelves be kept from these books if they are the sort he likes to read?

*The combination of the classroom and centralized libraries.* This plan of library organization is the ideal plan. It consists of a well-stocked central library to which young people have access at frequent intervals, plus an attractive supply of books on the classroom book shelves, constantly renewed for each special unit of study or work or to suit the season or occasion. This classroom supply of books is checked out from the central library by the teacher. Thus the child is constantly surrounded by fresh material. Besides, he is always free to tap the reservoir—to find more material about his particular interests and needs by going to the central library. Needless to say, this

1. Paper read at a meeting of the elementary school teacher-librarians, Belleville section of the Greater St. Louis Unit, St. Teresa Academy, East St. Louis, November 29, 1946.

## ELEMENTARY SCHOOL LIBRARY ORGANIZATION

type of organization presupposes quite a large number of volumes in the central library.

### How to Start the Library

The start for a school library can be made with a collection of approximately three books for every child, an accession book, some packs of 3" x 5" cards, and two boxes, one for the catalog cards, the other for book cards. Date due slips can have hektographed lines or be simply blank pieces of paper pasted in the books opposite the book card holder. The book pocket is being replaced, even in large libraries, by diagonal strips that can be homemade. Book cards that are bought are more satisfactory than any that could be made in the school, but even these can be typed or hektographed. The finances of the school and the help available in organizing the library will help one decide what materials to use.

Next, check over the books you have on hand. Weed out textbooks, put aside books with old copyright dates, especially in history, geography, and science, and get rid of all series books, using for this purpose a list of "series" not circulated by good libraries. Such a list can be procured from almost any librarian. Then, with the funds on hand or those which may be coming in, begin to plan the collection, getting books supplementary to the subjects taught in the school, some good fiction, books on citizenship, readable science, fine arts, hobbies, and other interests. Provide from three to five good magazines. If the library will have to consist of classroom collections, provision should be made for the keeping of encyclopedias and other reference works in a central place so that all will have ready access to all reference material. To duplicate sets of encyclopedias is an expensive procedure not warranted in most schools.

If books can be kept in the classroom, it is advisable to have central accessioning and a central cataloging system available to all teachers and pupils. Thus there will be a free interchange of books between rooms. Cards and books can be marked with a

symbol indicating from which room they emanated so that lost books can be returned quickly. In the centralized library some teacher-librarians like to use a code to help them "grade" a book at sight. This symbol should be inconspicuously placed. The Viking Company uses 09012 to indicate that the book is meant for grades 9 to 12. Some teachers use Roman numerals, as, III-VIII.

Most schools using the centralized library arrange for library periods for each class. These range from thirty to forty minutes in length and are scheduled once or twice a week. However every pupil is free to go to the library at the frequent intervals during which it should be open; for instance, before and after class hours, at the lunch hour, at recess periods. In some schools interest has become so spontaneous that eighth-grade student librarians vie with each other in offering service to their companions and are loathe to give up their month-long tenure of office.

### The Librarian's Tools

For the small elementary school library where the librarian is also a teacher, there are two indispensable professional "tools" or books for her use. These are Gardiner and Baisden, *Administering Library Service in the Elementary School*<sup>2</sup> and the *Children's Catalog*.<sup>3</sup>

The Gardiner-Baisden book is especially designed for the elementary school. It is designed for the teacher-librarian and strives to be practical, not idealistic.

The *Children's Catalog*<sup>4</sup> catalogs, grades, classifies, and indexes the book by author, title, and subject. It gives the various editions of a book and prices. It gives brief annotations of books from reliable sources, and its authoritativeness is established because it expresses the opinion of librarians throughout the country. Wilson's *Standard Catalog for High School Libraries*<sup>4</sup> contains a Catholic Supplement, but the *Children's Catalog* does not as yet.

2. Gardiner, Jewel, and Baisden, Leo B., *Administering Library Service in the Elementary School*. Chicago, American Library Association, 1941.

3. *The Children's Catalog*. 7th Ed. New York, H. W. Wilson Co., 1946.

4. *The Standard Catalog for High School Libraries*. 4th Ed. New York, H. W. Wilson Co., 1942.

## THE CATHOLIC LIBRARY WORLD

The *Children's Catalog* is the best single tool for the teacher-librarian who must depend upon various sources for good classification numbers, correctly used subject-headings, a buying list, approximate grading of reading material, suggestions for analytics. The device of "starring" or "double-starring" some of the titles is a valuable selection tool. This means that these books have lasting merit of universal appeal. This "starring" of books is an attempt to indicate those which have been most generally useful and have real merit; but certainly they need not, nor should they, be purchased indiscriminately. Since these books are available to schools through public and state libraries, it should be comparatively easy for the teacher to borrow them and by personal inspection find out whether they will be permanently useful in the school collection.

Some teachers in the Chicago area are finding the *Children's Catalog* so valuable in their classrooms that they use it as a reference tool. Books that may be consulted on any subject are listed, and to find the books in the library is an easy matter. If the school library does not have the books mentioned, pupils are directed to get the material from the public library. Moreover, this use of subject-headings helps the teacher to see the weaknesses of her collection and to choose suitable books in poorly-supplied areas of learning.

The Catholic school librarian should have one more tool. This is an annotated list of books acceptable to Catholic readers. A list of this kind, comprising the recently released titles of outstanding publishers, is made up semi-annually by the School Sisters of Notre Dame for use in their schools. Lists that have been given the stamp of approval by Catholic authorities are supplied by some of the leading publishing houses.

Two other valuable tools will be a good anthology of children's literature, and Mott and Baisden, *The Children's Book on How to Use Books and Libraries*.<sup>5</sup>

5. Mott, Carolyn, and Baisden, Leo B., *The Children's Book on How to Use Books and Libraries*. New York, Scribner's, 1937.

### Finance

The average school library can be operated largely through the dues that pupils pay once a year. One school<sup>6</sup> finds that it can operate its library (exclusive of large purchases of reference books or furniture for which a special drive must be made or funds secured in a special way) by charging pupils of the eighth grade forty cents, and each grade down five cents less until the ten-cent point is reached. This school has 550 pupils who are proud of their attractive centralized library.

Another school<sup>7</sup> with an attractive centralized library five years old and boasting about 1200 good titles charges each of the 147 pupils sixty-cents.

A third school<sup>8</sup> utilized an old meeting-room as a library. The shabby room has been gradually transformed until paint and drapes and Venetian blinds have made it a place of beauty. Meetings in that parish are now held in the library. Money for the striking improvements was gradually obtained from paper drives, from magazine sales, the annual children's Spring Festival, an Easter egg sale each year, and other such projects. The primary books in this school are shelved in the primary room (grades 1 and 2) where the little ones take delight in their cheery library corner with its gaily, but tastefully, painted table and orange-crate chairs.

In none of these schools is there a teacher with more than one teacher-librarian course. However just one good course has set afire an innate love for books and their proper care and management.

Incidentally many a small school has used the orange-crate method of making its own attractive furniture. For the picture, pamphlet, and story files, a crate may be painted, fitted with a hinged front, and filled with labelled manila folders containing the pictures, pamphlets, or stories.

One teacher suffering from a dearth of short stories to give her children, utilized old children's magazines and some old books.

6. Cathedral School, Belleville, Illinois.

7. Blessed Sacrament School, Belleville, Illinois.

8. St. Dominic School, Breese, Illinois.



## ELEMENTARY SCHOOL LIBRARY ORGANIZATION

She clipped the stories and pasted them on bright-colored construction paper sheets folded in half to form booklets. These were filed and proved popular reading until the book supply was gradually increased.

### Steps in Organizing the Library

In organizing the library, use only *useful* books.

a. Have books that meet curricular needs.  
b. Have books that are suited to the interests and reading ability of pupils.

c. Be sure that in each book the subject matter is good, literary merit is apparent, the copyright date is not too old, and authoritativeness is established. Rather have fewer books than many poor books.

d. See that books are readable. Consider the format of the books. If the book is not readable because the type is small or crowded, if the pictures are poor or objectionable, if the general appearance is unattractive, do not put that book on the shelves. It may kill interest in all books for some child.

e. Examine each book to see that it is in good physical condition. Don't let dog-eared, torn, broken books out of the library. Mend them or destroy them.

Do not place textbooks with other books. Readers that are real story books may be placed with the subject of which they treat.

The technique of getting the books on the shelves can be learned by the teacher with the aid of a little expert advice. Gardiner and Baisden<sup>9</sup> suggests ways and means of getting the collection of books cataloged in the chapter on "Organization of the Book Collection." Above all, find and follow a good method; consult a trained librarian who will be willing to give advice and tell the teacher whether she is following the fundamental principles of library organization.

### Student Interest

From reports of elementary schools maintaining a centralized library, it would seem that student interest is best developed through the organization of a pupil library staff. This will help to promote good citizenship in the library and the use of library materials by pupils. Much of the re-

sponsibility can be turned over to pupils with good educational results. Under direction, pupils can do the following:

- shelve books
- arrange and straighten books on the shelves
- charge and discharge books, magazines, and pamphlets

- file book cards
- open and stamp books
- print book cards, book pockets, and index cards

- paste in book pockets and date due slips
- clean and mend books

- check in and stamp magazines

- reinforce magazines

- help with inventory

- make posters

- take care of the bulletin board

- mount and file pictures, stories, and poems

- file pamphlets

- help younger pupils to become acquainted with the library

The work can be planned so as to give the pupils a variety of experiences. It should carry over into future contact with books and libraries. However the teacher should always do the following:

- evaluate the books for discarding

- analyze the contents of a book

- assign subject headings to books, pamphlets, and pictures

- select and order books, pamphlets, magazines, and newspapers

The school library is a service organization that is not a fad. Since it is important that young people come to appreciate the right kind of books and to avoid those that are detrimental to faith and morals and Catholic thought in general, it is the Christian teacher's duty to see that his pupils be introduced to good reading early in life. Finding good and interesting matter on the school shelves, the child will not have much time for comics or cheap series books. Tastes *can* be formed, and it is the teacher-librarian's privilege to aid in this formation. The teacher-librarian can help to make the child one of those worthy characters with whom he finds intimate companionship in the pages of a book; and, God willing, the meeting with a fine character will bring about results of permanent worth and nobility.

9. Op. cit.

# LIBRARIANSHIP AT MARYWOOD COLLEGE

By SISTER M. NORBERTA, I.H.M.

*Director, Department of Librarianship, Marywood College, Scranton, Pennsylvania*

On June 17 of this year Marywood College Department of Librarianship was formally and fully accredited by the Board of Education of the American Library Association at its first postwar annual conference at Buffalo, New York. The approval followed the customary inspection of the Department of Librarianship by representatives of the Board on May 13 and 14 and covers training for school, college, and public librarians. Automatically the College was admitted to membership in the Association of American Library Schools.

Marywood College, located in one of the residential suburbs of Scranton, in Lackawanna County, Pennsylvania, was founded by the Sisters, Servants of the Immaculate Heart of Mary in 1915. The growth and development of the College are due in large measure to the spiritual insight and depth of vision, courage and dynamic personality of Sister M. Immaculata who served continuously as Dean, from the beginning to 1944 when she was relieved of administrative and executive duties to provide time necessary for the completion of several projected publications of historic value to the Congregation. By unanimous vote of the College and University Council of Pennsylvania the College was empowered, in May 1917, to grant the Bachelor of Arts degree and became thereby the first Catholic college for women in Pennsylvania to grant the baccalaureate degree.

The Department of Librarianship grew out of a demand on the part of the State for a library in every accredited high school and the subsequent need, among local public school superintendents, of certified school librarians. The first formal program of instruction was approved by the Department of Public Instruction at Harrisburg, Pennsyl-

vania, September 1929. This curriculum was a twelve-hour course in essentials of school librarianship and was planned to equip the teacher-librarian, who by the very nature of her job was both teacher and librarian, with the basic skills of library organization and service to pupils and teachers. Convinced that the successful school librarian must have an understanding of the functioning scheme in education which we call *the school* and of the part it plays in a particular locale—if the library is to strengthen the total school program—Marywood, from the beginning, provided for close cooperation between its Department of Librarianship and Department of Education. The librarian is given the same kind of preparation as the teacher and in addition training for librarianship. This training is supplemented by a period of block practice work under supervision in the local public schools.

In 1931 the certification requirements for school librarians in Pennsylvania was advanced to 18 credits, and again in 1939 and 1940, to 24 and 30 credits respectively. By 1939 over a hundred Marywood school librarians had been certified. With each required increase there was a corresponding expansion of the curriculum in librarianship until in 1939-1940 the basic full year of librarianship was inaugurated and the State Department approved conferring the fifth year, or post-college degree, Bachelor of Science in Library Science, upon three of the eight graduates in librarianship that year; the other five received the baccalaureate degree with a major in Librarianship. A.L.A. accreditation followed in 1946.

The new approval comes at a time when the need of librarians is recognized throughout the country and in every type



## LIBRARIANSHIP AT MARYWOOD COLLEGE

of placement opportunity. The national demand for trained personnel exceeds the supply by more than 18,000 according to recent professional announcements. The opportunities are as varied as the talents and bents of individual students who comprise the college register. Differences in personality, educational background and personal preference determine where the field of service lies. The choice may be one of the thousands of libraries in elementary and secondary schools, both public and private; or it may be in the libraries of colleges or universities; or there may be a pull to the specialized field—at home or abroad—in business, insurance, legal or medical firms, public utilities, newspapers, airlines or ship-lines, motion picture or broadcasting studios, hospitals, art galleries or schools, or scientific or technical research laboratories.

At Marywood, students who major in librarianship have the choice of an undergraduate program leading to the B.A., or B.S. degree; or of a post-college course of one year leading to the degree, Bachelor of Science in Library Science. For the undergraduate degree satisfactory completion of at least two years of approved college work is required with a minimum average grade of "C" (75-84) which is the national norm for collegiate grading adopted by the American Council on Education. In the case of fifth year students a satisfactory college transcript must be submitted before admission is determined.

Through its excellent professional contacts and through the College Placement Service, the Department of Librarianship has successfully placed alumnae in various types of libraries and in many different kinds of professional services in libraries in the United States, Central and South America, and in Europe. Graduates are serving in varying capacities in public libraries throughout the nation whose clientele ranges from the scholar and business man to the child in search of information and recreation in suitable print, film or recording. Another large group is meeting the needs of library patrons on college and university campuses, supporting their faculties in the successive

changes from textbook and lecture methods, through the experiment of required readings and essential reserve-book collections, to the method of the present which obliges the student to read widely and deeply in his chosen field. And the school library at both the elementary and secondary level has welcomed a large number of graduates who have found professional satisfaction in preparing students for life and for continued education, formal and informal. Public and educational libraries aside, many more are at present devoting their professional talents to the manning of library posts in the service of the Government in the States and overseas, while some few are following successful careers as special librarians in research laboratories and in the libraries of public utilities and newspaper publishers. The materials they deal with are not always in book form and sometimes not even in print but many of our creature-comforts are directly dependent upon findings contributed by the special librarian.

Because the curriculum of the library school provides basic preparation for all of these types of services special study facilities are necessary to favor maximum scholastic achievement. The quarters at Marywood consist of lecture rooms and a laboratory equipped with individual desk-units, specially planned for library schools with built-in files which the student needs for her cataloging and book selection courses, and with shelves to accommodate the books she works with as problems. A standard reading-interests collection of children's and young people's books, also bibliographical tools and works on the theory and history of books and of librarianship—totalling more than 4,000 volumes—are within easy reach of the librarian-at-study in the laboratory. Here also are the current and back files of the standard and special library journals, bulletins and reports as well as pamphlets and various audio-visual aids. Projection and recording machines in the Department of Visual Education and an ophthalmograph in the Psycho-Education Clinic are also available to those majors in librarianship who elect courses in Visual Education and Remedial Reading.

## THE CATHOLIC LIBRARY WORLD

The materials collection includes also a few rare manuscript pieces and several reproductions of incunabula. Of special value are a delicately ornated vellum leaf from a 15th century Flemish *Book of Hours*, a large parchment leaf of a 16th century Spanish *Antiphonale*, and a 17th century parchment hymnal intact. The course in librarianship is further enriched by the academic lectures, concerts, dramatic productions and cultural programs regularly scheduled by the college and by an annual series of special lectures which brings to the Department authors of distinction and notable members of the profession who keep the prospective librarian in close touch with the best current library policies and trends.

Immediately accessible to the laboratory is a well organized and administered college library. It has a large and cheerful reading-reference room with an open shelf collection of about 26,000 volumes. These and a browsing library of recent-interest material provide immediate book and reader contacts while deep-seated and comfortable chairs invite the student to read at ease. A periodical collection numbers about 200 titles, the current issues of which are shelved in the reading room. The bound volumes and other serial publications are located in the stack-room beneath the library which houses an additional 15,000 volumes. A growing collection of books on microfilm brings to professors and students the important out-of-print titles heretofore impossible to supply and scholarly journal articles which the library is unable to borrow and would not regularly be expected to provide. A new library building which will accommodate the college library and the Department of Librarianship is to be erected as soon as two other projected buildings, Science and Music Halls, are completed. Surrounded in this way by books and by audio-visual materials the future librarian learns to evaluate and to select, to prepare for use and to interpret the cultural media with which she deals.

The Marywood High School Library, which is accredited by the Middle States Association of Colleges and Secondary Schools and which is located on the college campus, offers excellent opportunity for

practical library experience. Here unit-problems in book ordering and processing, weeding and inventory, become real situations under the supervision of the Department of Librarianship and the high school librarian in charge. Of tremendous instructional value is the class preparation of the story-hour programs and book-talks in which each performer's work is recorded to test general effect of voice pitch and tone quality as well as organization and presentation of matter. Opportunity for off-campus practical experience is required of each student during her final semester. To orientate the librarian to the various types of administrations with their specific functions and services, field trips are made to libraries in Scranton, Wilkes-Barre, New York City and elsewhere when the occasion suggests a change in program. Printing and binding establishments, notably the International Textbook Company of the International Correspondance Schools in Scranton and the H. W. Wilson Company in New York City, are regularly included in the schedule of visits.

The Department of Librarianship also works closely with the local unit of the Catholic Library Association and with the regional school systems, public and private. In the Spring of 1945 an annual two-day school library institute was initiated to implement the development of libraries in these schools and to bring to the area speakers of repute on this phase of librarianship. An immediate and far-reaching result has been the creation by the Diocesan Superintendent of Catholic Schools of a high-school library commission, the object of which is the standardization and improvement of parochial school libraries. The commission is composed of five trained in-service librarians who have had in addition secondary school teaching experience. The setting up and adoption of a progressive scale of library standards graduated over a period of five consecutive years to allow for steady but consistent growth, the compilation of selective book lists, personal advisory services, and a program of supervisory visits, at least one a year, to each school by a mem-

(Continued on Page 97)

# SERIALS IN A SEMINARY LIBRARY: RANDOM OBSERVATIONS<sup>1</sup>

By REVEREND ARTHUR J. RILEY

*Librarian and Diocesan Archivist, St. John's Seminary, Brighton, Massachusetts*

When Father Koenig, in his capacity as chairman of this Seminary Round Table, asked me to prepare a paper on Magazines in a Seminary Library, I am quite sure he had something radically different in mind. He expected, no doubt, a list of some 25 to 50 titles which should be the basis of every Seminary magazine collection, with an adequate sheaf of reasons for the inclusion of each on the list. Like all such lists, the first dozen are set down with little difficulty; thereafter the going becomes extremely arduous. Hence the original aim of the paper was laid aside, not with any real regret. The present version represents some carefully considered observations, in somewhat random arrangement, which are the result of over a dozen years' experience in the field and personal contact with the problems of many confreres.

As all seminary librarians know to their profound sorrow, their collection at hand is a curious catch-all of various dead pastors' libraries, hap-hazard gifts and a purchase program that has vacillated like the Boston east wind. That is the existing state of affairs. Our problem is to conceive ways and means to salvage all we can from this apparently assorted junk.

In the very beginning let it be clearly stated that this very haphazard collection is often the source of great joy. Tucked away among stray pamphlets are the *Acta* of synods, the pastoral letters of bishops, the occasional observations on now long-forgotten controversies. Among the volumes are occasional volumes of older Catholic magazines, parts of broken sets of older editions of the Fathers, evidences of the publishing zeal of 19th century Catholic book-selling pioneers. There may be odd volumes of

Franciscan, Dominican, Jesuit schools of theology or of the various groups of theological or philosophical thought. All too often, in that pile of junk, may be and is some treasured item, to be discovered when our knowledge improves.

Since the article was to deal with magazines, let us start from there. Every seminary library has a long list of titles, many (or most) of which are represented by only a few volumes. The gathering of these together, their identification and recording should be the first task of the librarian. It is easy enough to allege the lack of time, the absence of trained workers, the pressure of outside duties; we can complacently sit upon these valid excuses and allow Catholic scholarship to continue in its doldrums. As all research workers know, one of the major difficulties in the preparation of any doctoral dissertation is the location of periodicals which contains items of interest. With the recent appearance of the *Union list of serials* and its first *Supplement* much of that difficulty has been overcome, *except in the field of Catholic periodicals*. Those of you who have tried to locate specific volumes of Catholic periodicals know the heartaches, the wasted time, the regrets with which you have been forced to admit failure in locating a request—and all because seminary librarians simply cannot be persuaded to report their items to said *Union list*.

On this matter of reporting I should like to be more specific for a moment. So far as I can determine from a careful check of the contributors to the *Union list* there are only three seminaries listed:

- a) St. Mary-of-the-Lake Seminary, Mundelein, Ill.
- b) St. Bernard's Seminary, Rochester, N. Y.
- c) St. John's Seminary, Brighton, Mass.

1. Paper read at the Seminary Libraries Round Table, 20th Annual Conference, St. Louis, April 24, 1946.



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As a result the valuable collections which exist in other seminaries are known only by personal visits or by correspondence. Some of these items I know from experience are unique in the country, but no one knows of them except by accident or chance — a grievous hardship to Catholic scholars. Apart from lack of time, the objection to such reporting is that either lay people will disturb the peace and calm of the Seminary or so many requests will be received that the normal functioning of the Library will be seriously impaired. Objection on these grounds is simply the figment of imagination. My experience (and Father Koenig can report similarly) has been that since the new edition of the *Union list* appeared, there have been two requests from lay persons and four from priests to use material in the library; there have been twenty-six requests for inter-library loans. This volume does not balance the requests our library made from Harvard University alone. Hence it seems to me that this objection is without valid basis.

Since the *Union list* is to have another *Supplement* soon, and the *Union list of newspapers* is promised in a revised, post-war edition, it behooves us librarians to cooperate. If we expect our graduate students to undertake Catholic subjects for their dissertations or even to register in Catholic colleges, we must provide for them the tools of research. The essence of Catholic life is charitable cooperation; our function as librarians is to cooperate to the best of our ability, particularly when by our efforts we are securing the continuance of genuine Catholic graduate instruction and research. By accident we are the custodians of many rare and unusual magazine and newspaper items. By design we should not keep them from the scholarly world.

I should like to go further and make specific recommendations:

a) Not a salesman for the H. W. Wilson Company, I nevertheless advise that each seminary librarian purchase a copy of both the *Union list of serials* and *Union list of newspapers*. Despite the temporary crimp

in the budget, the valuable results will outweigh the cost many times.

b) Each magazine and newspaper, individual issue or volume, should be checked against these two volumes to ascertain the correct title for reporting. Examination of the holdings of other libraries will determine whether individual issues should be reported.

In many cases, titles now carried in the *Union list of serials* should be transferred to the forthcoming *Union list of newspapers*.

c) Two white 3" x 5" (or centimeter size) cards should be prepared from the information available in the above volumes and from the actual volumes themselves. After getting a proper symbol from the Wilson Company and a suitable stamp, one card should be stamped and sent in. The other should be dated and kept on file in a special file. As additions, except for current volumes, are received, new cards should be made out in duplicate and handled as above. By doing one or two sets a day, the work is sufficiently spread out so that it will not become burdensome. When checklists are issued for the new *Union list of serials* or *Union list of newspapers*, transfer to the volumes from the cards can be made in the matter of hours instead of months.

d) On the face of the cards of the personal master-file should be noted:

1) Change of title. A new card should be made out under the new title, but the old one with a *See* reference should be retained.

2) Dates of suspension and resumption. This will be particularly with regard to the war-time issues.

3) Appearance of new series.

4) Changes in numbering of volumes or of issues, jumps in numbering, mis-numbering.

5) Appearance of indices.

6) Change of location of publisher.

7) Additional information beyond that afforded by the *Union lists*.

e) On this personal, master-file should be included other information, preferably on the back:

## SERIALS IN A SEMINARY LIBRARY

- 1) The address of the publisher.
- 2) The name of the subscription agent.
- 3) Stray items of information regarding peculiarities of appearance of issues, of indexes, of change in size.
- 4) The name of the binder, if more than one is used.
- 5) Names of editors, if they can be identified or procured.

f) It is to be recommended that all serials, magazines, monographs, newspapers, be kept in one alphabet. Notation on the card ULN or ULS will indicate the type of the publication; if the title should be transposed, use the notation ULS; should be ULN.

g) For ultra-refinement, a Kardex of magazine titles can be prepared. If so, on a separate insert should be included the volume numbering (or issues) with the inclusive dates of the holdings in the library. Ready reference can then be made to determine whether the Library possesses the requested issue. Use of colored tab inserts can indicate whether the current volume is incomplete, at the bindery or on the shelf.

h) Many librarians frown on the practice of binding incomplete volumes, even those which lack title pages and indices. Where there is considerable difficulty or even relative impossibility of obtaining the missing items, it is of more value to scholars to have the volume bound, with a suitable sticker or label to indicate imperfection, and on the shelf than to allow it to gather dust or disintegrate or become lost while waiting for the lightning of fortunate chance to strike. This is especially true of older newspapers and magazines, particularly where only an occasional page or issue may be absent.

All this seems relatively jejune and just repetitious of what may be found in any library manual. But the author has fretted and frothed at the unknown (and unknowable) treasures which lie in various seminary libraries he has visited. Many times consultation of the catalogue indicates incorrect citation, which could easily be corrected by use of the Union lists.

Beside the failure to cooperate with the Wilson enterprises, there are other items

which may justly be charged against our failure to make our Catholic scholarship felt. Much work remains to be done in the field of American Catholic history, for example. A little more care in the use of headings for our cards would enable us to cooperate more quickly in the preparation of check-lists. At the present time no accurate (or even adequate) list exists of the published *Acta* and of the dates of the various Synods held by the various American dioceses. Use of a card, headed *Synods and Councils. United States. Diocese*, would enable rapid consultation. Similarly the use of a card *Pastoral letters. United States. Bishop. Date*, would be of inestimable help. Examples of this sort might be cited for the remainder of the evening.

The American Church is at the cross-roads educationally, among other matters. Our colleges and high schools must meet the requirements of accrediting agencies, whether state, regional or national. Theirs is the problem of adapting Shaw or Sears lists to Catholic principles. We face no such problems. But if American Catholic Scholarship is to survive, WE must provide such help as we can by making knowledge of our resources quickly available. We argued for four or five meetings about the problems connected with the *Index Librorum prohibitorum*—and got not very far. We have talked, in veiled and muffled tones, about cooperation. At the meetings we have noted the absence of so many seminary librarians. Returning from the meeting, we have gone our own individualistic ways. But we must change and quickly, if we hope to keep our graduate students in Catholic institutions and working on Catholic subjects. Each seminary has items which are unique in the country, but they are valueless to scholars so long as they just appear on the local catalogue. By including them in the Union lists and in the Union catalog we make it infinitely easier for our graduate students. True it will involve the expenditure of a little more time—of which we have so precious little—but intelligent use of these agencies will in the long run save us time. Catholic action and cooperation is not reserved for the laity.



## NEWS AND NOTES

### COMMITTEES

Pursuant to the terms of the Constitution, Section 14, Mr Hurley announces the following appointments:

#### Nominating Committee

Sister Mary Mark, librarian, St. Mary College, Xavier, Kans., *Chairman*.

Rev. Victor J. Reed, Ph.D., chairman, Midwest Unit, Stillwater, Okla.

Sister Edward, librarian, Ward High School, Kansas City, Kans.

Sister Eustachia, C.S.J., librarian, St. Joseph's Hospital Library, Kansas City, Mo.

Sister Christine Banta, S.S.S., librarian, Catholic Community Library, Kansas City, Mo.

#### Committee on Elections

Sister St. Magdalen, S.P., librarian, Providence High School, Chicago, *Chairman*

Sister Mary Luella, O.P., Department of Library Science, Rosary College, River Forest, Ill.

Rev. Redmond Burke, C.S.V., Clerics of St. Viator, Chicago, Ill.

### UNITS

#### Albany Unit

The election of new officers for the Albany Unit took place last June. The new officers for the year 1946-1947 are:

Chairman: Rev. Alcuin Shields, O.F.M., Librarian, Siena College, Loudonville

Vice-Chairman: Miss Anna Clarke Kennedy, State Supervisor of School Libraries, New York State Education Department

Secretary-Treasurer: Miss Mary Dotter, Librarian, Cohoes High School

Sister Mary Geraldine, St. John's Academy, Rensselaer, was elected to the board of directors for a three-year period, and Sis-

ter Anna Clare, as past chairman of the Unit, also became a Director. The other two members of the board are Mrs. William R. Whitfield, Albany, for the term 1945-1948, and Miss Catherine M. Dusten, Albany, for the term 1945-1947.

Sister Anna Clare.

#### Illinois Unit

The Illinois Unit met at Fenwick High School, Oak Park, on Monday, November 11. The selection of Armistice Day instead of the customary Saturday proved felicitous. The attendance was well over 500. The general morning program, under the chairmanship of Miss Marita Dwyer, librarian of Lucy Flower High School, Chicago, consisted of two distinguished papers: "Education for Librarianship," by Sister Mary Peter, O.P., President of Rosary College, and "The Role of the Librarian in Adult Education," by the Reverend Edward V. Cardinal, C.S.V., Director of the Shiel School of Social Studies. At the end of the morning session, Miss Dwyer turned over her office to the Reverend Redmond Burke, C.S.V., chairman for 1947. Father Burke, who is finishing his doctoral dissertation at the University of Chicago Graduate Library School, urged all librarians present to give generous support to the parent organization, the Catholic Library Association.

The following chairmen competently directed the afternoon sectional sessions: the Reverend F. E. Klueg, O.P., College Libraries; Sister M. Jerome, O.P., High School Libraries; Sister Mary Conradine, B.V.M., Elementary School Libraries; Mrs. Gladys Swift, Parish and Club Libraries; and Mrs. Gladys Graham, Hospital Libraries.

The Catholic Booklist, 1946, edited under the auspices of the Catholic Library Association, by Sister Mary Luella, O.P., and Sister Mary Peter Claver, O.P., Department of Library Science, Rosary College, had a very gratifying sale.

Sister Mary Serena, O.P.

### New York - New Jersey Unit

The New York-New Jersey Unit of the Catholic Library Association held its second meeting of the year at the Dominican Academy, 44 East 68 Street, on Saturday, December 7, at two o'clock.

Reverend Urban Nagle, O. P., founder of the Blackfriars' Guild, and author of several books, including the recent popular *Uncle George and Uncle Malachy*, turned the searchlight of his kindly yet penetrating humor on a subject of perennial interest, *Mother Goose*. The identity of the lady is lost in a cloud of legend; the factual-minded may find the original in Elizabeth Vergoose of Boston, the Mother Goose of Charles Perrault, the mother of Charlemagne, or the Queen of Sheba. Father Nagle treated the subject from three angles, the historical, the poetic, and the philosophical. Historically, he pointed out, the jingles give a forthright, honest account of the Reformation—both sides of it. The field is too vast to be covered in one talk, but Father cited instances of rhymes in which Henry VIII, Elizabeth, Mary Queen of Scots, and Wolsey figured as characters. The 'natural rightness' is attested by the completeness with which each generation of American childhood appropriates them as its own, in spite of the decidedly unfamiliar British vocabulary. These poetic and historical aspects are interesting, but Father insisted that *Mother Goose* has a greater significance than mere interest. For *Mother Goose* is the expression of the common sense and common opinion of the people, a people who were not afraid to go back to fundamentals and discuss them. As such, the legendary lady has a message for the multitudes today who are willing to talk about everything except what is important.

The second speaker, Miss Eileen Riols, director of the Work with Vocational Schools Department of the New York Public Library, addressed the group on "Reading and the Good Life." By happy allusions to, and quotations from, such diversified personalities as Dickens, Chesterton, Father Feeney, Pearl Buck, Eileen Duggan, May Lamberton Becker, Joe Louis, John L. Holmes, Gretchen Finletter and Sister Mary Maura she pointed up her theme that we

"not only seem, but can even be, a little greater through association with the great." However, great books are not the only ones from which we draw strength. The classics are like the great trees in the forest which endure for ages, but the smaller ones also provide shelter, beauty and loveliness to those around them. Miss Riols also stressed the fact that books are not ends in themselves, but rather springboards for the thoughts, aspirations and actions of each individual reader.

"... I looked away

At things the book could never say".

They are mirrors, revealing truth and beauty everywhere, not in people alone, but in the least of God's creatures.

Vocal, violin and piano selections were given by students of the Dominican Academy. A business meeting followed, during which the constitution which had been discussed at a previous meeting was voted upon and adopted. Refreshments were served in the foyer.

Sister Mary Agnes.

### Pittsburgh Unit

The eleventh semi-annual meeting of the Pittsburgh Unit was held in St. Paul's Cathedral High School Library on Saturday, May 4. At the general morning session, the speakers were: Mr. James E. Arthur, of the Catholic Cultural Center, whose topic was "Why a Catholic Cultural Center?"; and the Rev. Ambrose Burke, T.O.R., Librarian, Loretto College, who presented a resume of the meetings and discussions at the Annual Conference in St. Louis. Miss Eleanor McCann, Librarian, Duquesne University, was appointed chairman of the Catholic Book Week committee.

In the afternoon, sectional meetings were held, the topic of discussion in all groups centering on the theme: What Can the Catholic Library Association Do for Us? In the college meeting, Miss McCann presented the question of a program for selling the place of the library in the elementary schools. Experience in teaching library science to elementary school librarians showed that there is a disheartening sequel in that the school librarians do not have just

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opportunities to utilize their training. The question resolves itself into the need of indoctrination for school administrators with library consciousness. No practical conclusion was reached other than that of bringing the question more emphatically before the national organization.

In the high school group, Miss Beggy presented the question of evaluative criteria of the Middle States Association for the evaluation of high school libraries, with further interest in the possibility of increased ratings for Catholic periodicals. Sister Christine, of the Central Catholic High School in Altoona, described the plan utilized by her school in serving the entire Catholic community of Altoona with books and periodicals, and Sister Gertrude suggested methods of acquiring and servicing materials for the educational and vocational guidance collection.

### Greater St. Louis Unit

#### *The School Library Workshop*

The Unit, by arrangement with St. Louis University, gave a three-credit education course, **ELEMENTARY SCHOOL LIBRARY WORKSHOP**. Lectures were given by officers, members, and two public librarians. Twenty-five students, most of them Sisters, gave the course such an enthusiastic reception that the University has asked that it be given again next summer. The University shared the proceeds of the course with the Unit.

#### *Catholic Book Week*

With traditional enthusiasm, the Unit, under the chairmanship of Mother Francis, O.S.U., carried on the annual Catholic press publicity. All pastors and schools received copies of the official Book Week poster. Some twenty public libraries displayed the posters together with Catholic books during the week. One public library combined the observance of the week with National Book Week immediately following, and bought Catholic books for the occasion. The schools had the usual skits, displays and programs; five of them gave special Book Week broad-

casts over Station WEW, Saint Louis, to which all the other schools of the Unit were especially invited to listen.

#### *Meetings*

The High School section of the local Unit has continued its program of special meetings. The last, in October, dealt with the problems of the members regarding the preparation and use of vertical file material.

The Belleville section of the Unit (the Unit comprises three dioceses, Belleville, Springfield, and the archdiocese of St. Louis) is attempting to develop similar meetings of the elementary group as a part of the Unit's present intense effort to awaken professional consciousness in the elementary school teacher-librarians. The first of these meetings was held November 29, 1946, at St. Teresa Academy, East St. Louis, with a program consisting of reviews of recent books for the grades, and of talks on elementary libraries, their importance and value. It is hoped that the combination of these meetings with the summer school course may be of real help to grade school librarians, who do not ordinarily have the opportunity to attend library schools.

At a Board meeting on November 9, general plans for the annual convention of the Unit in February were laid. Continuing the Unit's present emphasis on library organization, the convention will adumbrate the slogan, "Organize for Success." This will be interpreted in a rudimentary way for the rising elementary libraries. For the other Round Tables, such other organizational matters as development of union lists, vertical file organization and the like will be studied.

#### *Policy*

The local Unit is making an effort to arouse, particularly in school and parish, greater support and appreciation of the efforts of the national organization. The officers and Board are convinced that great things lie ahead if all the librarians interested in our local functions and activities can be led to realize the corporate value of their active membership in the national

## NEWS AND NOTES

CLA. In the light of this policy, the Unit recently took out a sustaining membership in the CLA., by contributing one hundred dollars to the general treasury.

Sister Mary Pauline, Ad.P.P.S.

### CATHOLIC SUPPLEMENT TO THE SHAW LIST

In August, President Hurley appointed Sister Melania Grace, S.C., Librarian of Seton Hill College, Greensburg, Pa., chairman of a committee to complete the Catholic Supplement to *THE SHAW LIST OF BOOKS FOR COLLEGE LIBRARIES*. Shortly thereafter the work already accomplished on the project by the former compilers was turned over to the new chairman by Anne Cieri Hughes (Mrs. Robert Hughes). This work forms the major portion of the project. It will be remembered that nearly all of the proposed subject lists had been sent to the cooperating colleges in at least one preliminary form; some were sent in revision. The work of the new committee will be to bring the lists up to date, make revisions for final voting by the colleges, and compile the bibliographical data.

The final form of the subject lists will be ready to send out again to the cooperating colleges soon after the holidays, and if the returns are prompt, there is hope that the work will be ready for publication in the Spring of 1947.

Rev. William J. Gibbons, S.J., Associate Editor of *America*, and Rev. Gilbert C. Peterson, S.J., Librarian, St. Mary's College, Kansas, serving on the committee, will be fully responsible for the lists in Religion, Philosophy and Sociology. Mr. Charles B. Shaw, Librarian of Swarthmore College, has agreed to continue as consultant, and Mrs. Hughes promises to counsel the present committee.

The committee welcomes suggestions from members of CLA.

### BOOKS WANTED

During this Christmas season, when the blessed spirit of giving becomes the general rule, the following pleas may help you to direct your unwanted books and periodicals to those who will find great use for them.

Mr. Dale Francis, the Executive Secretary of the North Carolina Catholic Laymen's Association, writes about the campaign begun by Catholics to place Catholic books in the public libraries of the state. All kinds of Catholic books are wanted. Books will be divided into basic Catholic libraries so that the entire field of Catholic literature is covered. The complete libraries will then be presented to the public libraries. Address your parcels to Mr. Francis at Nazareth, N.C.

From the Franciscan Convent, Nagongera, E. Prov., Uganda, British East Africa, Mother Jacoba, O.S.F., writes, asking our "assistance in getting some friends to send us some books for our library . . . We have schools and hospitals here, where children are taught the three R's, and the poor sick are looked after. As this mission is in the heart of Africa, reading matter is not very plentiful and so we would ask you and your self-sacrificing helpers to send us some books or periodicals for our library. Sometimes on a Sunday afternoon one has an hour or so free, and it is then that a good book proves to be the best companion one can have".

The Rev. Father Paul, S.S.P., Society of St. Paul, 2187 Victory Blvd., Staten Island 2, N. Y., writes for used English books for the Catholic Press Center of Tokyo. The Catholic Press Center has in mind: 1) to open a Catholic library well equipped with English Catholic books, sold at very low prices; the profit from selling these books will be used to print Catholic books in the Japanese language; 2) to establish Catholic libraries in all parishes, schools and institutions; and 3) to offer, gratis, to all missionaries, Catholic literature so that they might dispose of it freely to all prospective converts and good-will visitors.



## THE CATHOLIC LIBRARY WORLD

### FROM THE LIBRARY SCHOOLS

#### Nazareth College, Louisville

Sister James Ellen, S.C.N., formerly of the Summer faculty of the Library Science Department, has been appointed librarian of Nazareth College. She succeeds Sister Mary Bernadette, S.C.N., who has been transferred to St. Mary Academy, Leonardtown, Md. Sister Stella Maris, O.P., has been added to the faculty of the Department.

Among the alumni:

Jo Aldridge, '46, is assistant librarian in the Graduate School library, St. Xavier University, Cincinnati

Nell Fowler, '45, has been promoted from assistant librarian at Halleck Hall High School to head librarian at Girls' High.

Sister Georgetta, S.C.N., former librarian at St. Mary Academy, Leonardtown, is now librarian at Lourdes Hall Library, St. Joseph Infirmary, Louisville

Sister Catherine Aloysius, S.C.N., was last year appointed librarian at La Sallette Academy, Covington.

Sister Mary Canisius, S.C.N.

#### Catholic University of America

Appointments of the class of 1946:

Rev. Joseph-Marie Blanchet, librarian, Laval University, Montreal

Virginia L. Burgess, assistant librarian, Dunbarton College, Washington, D. C.

Sister Mary Edwarda, S.C.L., librarian and English teacher, Bishop Hogan High School, Kansas City, Mo.

Eileen Carpino, librarian, Mt. St. Mary's College, Los Angeles

Sister Mary Concessa, S.S.N.D., librarian, Notre Dame Teacher Training School, Baltimore

Rev. Brendan C. Connolly, S.J., student, Graduate School of Library Science, University of Chicago

Rev. Jerome Dee, O.S.B., librarian, St. Anselm's College, Manchester, N. H.

Sister Loretto Marie, C.D.P., librarian and teacher of English and Spanish, Academy of Notre Dame of Providence, Newport, Ky.

Kathryn M. Knobloch, librarian, Department of Library Science, Catholic University.

Rev. Gerard Lutkemeier, C.P.P.S., assistant, St. Joseph's College, Collegeville, Ind.

Marion T. Moody, assistant librarian, Albertus Magnus College, New Haven, Conn.

Sister Ann Charles, C.D.P., librarian and teacher, St. Agatha Academy, Winchester, Ky.

Sister Mary Marguerite, S.B.S., St. Elizabeth's Convent, Cornwell Heights, Pa.

Phyllis J. Sears, cataloger, Marygrove College, Detroit

Dom Bernard Theall, O.S.B., assistant in the English department and student at Catholic University

Brother Cuthbert Thibault, C.F.X., librarian and teacher, St. Michael's Diocesan High School, Brooklyn

Rev. John L. White, S.M., librarian, Marist College, Washington, D. C.

Gladys Louise Williams, librarian and teacher in Spanish, Asheville-Biltmore College, Asheville, N. C.

Mrs. Christine C. Zeisler, library, Anti-Aircraft Artillery School, Fort Bliss, Texas

#### Marywood College

Sister M. Norberta, I.H.M., sends the following list of recent appointments:

Nan Finan, '41, from Glen Berne High School Library to Loyola College, Baltimore

Mary Rose, '45, from the University of Scranton to Glen Berne High School

Claire Rosato, '46, to St. Francis College Library, Brooklyn

Catherine Coleman, '42, from Hazelton Public Library to Gloucester High School Library

Mary Ann McTighe, '45, Mary Mullaly, '42, and Pauline Calmenson, '46, to the University of Scranton Library

M. M. Melvin, '40, to Marywood College Library

Eileen Day, '46, to St. John's University, Brooklyn

M. Yarosheski, '46, to Archmere High School, Wilmington, Del.

Margaret Richards, '40, to Clifton Springs High School, Clifton Springs, N. Y.

Josephine Adamo, '45, to the New York Public Library, Cathedral Branch



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### Rosary College

Appointments of the class of 1946:

Edith Bieber, assistant, Chicago Medical School, Chicago

Rev. Anthony Benesh, librarian and teacher, Quigley Preparatory Seminary, Chicago

Bonnie Bonthron, librarian, Sterling Morton High School, Cicero, Ill.

Luetta Darling, librarian and English teacher, Chicago Jewish Academy, Chicago

Rev. Anthony Kleinschmidt, librarian, Pontifical College, Josephinum, Worthington, O.

Lois Kuhn, cataloger, University of Notre Dame, Notre Dame, Ind.

Mrs. Helen Firth Linman, assistant, Cook County School of Nursing, Chicago

Mary M. McCarron, assistant, Langley Memorial Aeronautical Laboratory, Langley Field, Hampton, Va.

Joan Mullenberg, assistant, Ripon College, Ripon, Wis.

Gloria Shepanek, order assistant, Northwestern University, Evanston, Ill.

Sister M. Peter Claver Ducat, O.P., reference and assistant librarian, Rosary College

Sister M. Aquina Hauer, O.P., librarian, Holy Rosary Parish and Immaculate High School, Portland, Ore.

Sister M. Stephen Healon, C.C.I.V., reference and assistant librarian, Incarnate Word College, San Antonio, Texas

Sister M. Hedwige Hildebrand, S.S.N.D., librarian, St. Constance High School, Chicago

Sister M. Regis Howden, O.P., librarian, Bethlehem Academy, Faribault, Minn.

Sister M. Tesse Kiewert, O.S.F., librarian, Alverno Teachers College, Milwaukee

Sister Marialein Lorenz, O.P., librarian, Most Pure Heart of Mary High School, Mobile, Ala.

Sister Mariquita Sarahan, O.P., librarian, Sacred Heart High School, Washington, D.C.

Sister M. Angelus Silke, O.S.F., librarian, St. Mary Academy, Milwaukee

Sister M. Andrea Smith, O.S.B., librarian, St. Scholastica High School, Chicago

Sister M. Ligouri Tackaberry, C.S.J., St. Anthony of Padua High School, St. Louis

Isabelle Springer, assistant, U. S. Veterans'

Administration Facility, Hines, Ill.

Patricia Sughrue, cataloger, Art Institute, Chicago.

Sister Mary Serena, O.P.

## LIBRARIANSHIP

(Continued from Page 88)

ber of the commission partly tell the story of long-range planning by the commission. A second very important feature of the Superintendent's program to develop effective school libraries is the announcement that, by September 1949, a fully trained and certified librarian will be in each of the high schools in the Scranton Diocese. A similar plan will follow thereafter for the elementary schools. The majority of the sister-librarians assigned to these high schools are now enrolled in the summer session program in librarianship at the College.

A blue-print of professional library training at Marywood would be incomplete without mention of the way in which the curriculum is geared to a philosophy of librarianship within a Catholic institution. The course of study compromises both cultural and technical subjects. The student who prepares for placement in a Catholic institution does so because she wishes to utilize a Catholic background in a Catholic atmosphere. She is therefore given every opportunity to integrate this specialty with the course in librarianship, whether it be in book selection or bibliography, in reference or cataloging. A Catholic library differs from any other type of library in content only. Cardinal Newman agrees that a good book which is not in conflict with Catholic teaching is a Catholic book, irrespective of subject or religion of author. And just as Christian education according to Pope Pius XI "takes in the whole aggregate of human life, physical and spiritual, intellectual and moral, individual, domestic and social, not with the view to reducing it in any way, but in order to elevate, regulate, and perfect it in accordance with the example and teaching of Christ",<sup>1</sup> so our Catholic libraries and our training in librarianship include the whole of knowledge, printed, recorded and filmed.

1. Pius XI, pope, *Christian Education of Youth*. New York, Paulist Press, p. 36 [pamphlet].

## THE CATHOLIC LIBRARY WORLD

### PARISH LIBRARIES

(Continued from Page 77)

How make a parish library a success? The answer will of course vary according to place and circumstances, but these conditions may be laid down as essential everywhere.

1. The project must have the full and whole-hearted support of the clergy of the parish.
2. The parish library must be located in its own room so that it may likewise serve as a reading room.
3. Great care and good judgment in buying books because of limited funds.
4. Continuous publicity, in the form of announcements, bulletins, book reviews, etc.
5. A good librarian, thoroughly familiar with the parish collection and Catholic literature in general, and one capable of advising and making suggestions to patrons.
6. Sufficient funds, drawing directly from parish funds, if necessary—a sound investment provided success in building up a reading public has been achieved.

What of the future of parish libraries? That the need is great, no one will gainsay. According to a survey made several years ago by Miss Lucy Murphy there were 990 parish libraries in the 18,443 parishes of the United States—a sorry record, to be sure. A vast field lies before us. Its soil must be cultivated long, arduously and hopefully, if it is to yield a worthwhile harvest. The enemies of God and his Church have already been at work sowing their cockle for many a season, showing us once again that the children of this world are wiser in their conceits than the children of light. We who love the Church, let us be up and doing before it is too late!

### NEW MEMBERS

A number of our Unit Chairmen have written commenting on the usefulness of this column. It helps them, they state, in planning their membership program appeals, and also in learning the success of their efforts.

We are happy to cooperate with these chairmen in continuing to list our new members. We feel that it will help them in making their unit meetings the successful affairs they deserve to be by having a constantly larger audience. Incidentally, these listings help our morale, too.

We are happy, then, to announce the following new members in our Association since last month:

- Sister Mary Ethelbert, C.P.P.S., Celina, Ohio  
Sister Mary Ruth, I.H.M., Los Angeles, Calif.  
Sister M. Gregory, I.H.M., Los Angeles, Calif.  
Sister M. Mercedes, R.S.M., Independence, Missouri  
Visitation School Library, New York 63, New York  
Our Lady of Mercy School Library, Detroit, Michigan  
Sister Mary Jordan, O.P., Brooklyn, N. Y.  
Sister Helen Claire, C.F.X., Brooklyn, N. Y.  
Miss Nellie R. Swanson, Minor, North Dakota  
Reverend Jerome Dee, O.S.B., Manchester, New Hampshire  
St. Anselm's College Library, Manchester, New Hampshire  
St. Peter's Elementary School, Columbus, Ohio  
Blessed Sacrament Fathers, Cleveland, Ohio  
Mother Anna Joseph, Saint Augustine, Florida  
Sacred Heart School, Dupon, Illinois  
St. Joseph's School, Olney, Illinois  
St. John's Hospital School of Nursing, Cleveland, Ohio  
Notre Dame College, Staten Island, N. Y.  
Sister Miriam Louise, S.H.N., Portland, Oregon  
Sister Mary Boniface, S.M., Roy, Oregon  
Mr. Joseph C. Shipman, Kansas City, Mo.  
St. Joseph's Hospital, Denver, Colorado  
Capitol Catholic High School, Topeka, Kan.  
Reverend Walter J. Donovan, Savannah, Georgia

## BOOK NOTES

*The Catholic booklist, 1946.* Edited under the auspices of the Catholic Library Association by Sister Mary Luella, O.P., and Sister Mary Peter Claver, O.P., River Forest, Ill., Department of Library Science, Rosary College, 1946. 92p. 50c

Sister Mary Luella and her distinguished collaborators on the 1946 edition of the *Catholic Booklist*, the official Catholic Library Association's list of books for the observance of Catholic Book Week, 1946, deserve a meed of applause and a great deal of credit. The ninety-two page booklet, embracing more than two hundred forty titles, by Catholic writers or by writers expressing the Catholic outlook on life have salvaged from the standpoint of the librarian in Catholic libraries everywhere, an estimable collection of worthwhile titles. The work of the collaborators is enhanced and made further useful in the uniform size of this list with its predecessor, the *Catholic Booklist*, 1942-1945, and the cumulated index to the present edition and to the corrected printing of the former edition.

Checking through the titles chosen we are more than pleased to find so many commendable works mentioned, whose size or format or manner of publication might lead to their being lost in the usual run of material from American presses. In this regard we are very happy to see here such items as the excellent bibliography of American Catholic church history, by John Tracy Ellis, despite the fact that it has appeared only in mimeograph form. Likewise the excellent treatment of Sister M. Ellen O'Hanlon on Racial myths and the compilation of Sister Mary Joseph on the Gallery of Living Catholic authors, though we are somewhat surprised to find the latter listed under Webster Groves, Mo., as though it were a public municipal publication. The index, of course, offsets this curiosity of entry.

Likewise commendable is the inclusion of excellent Catholic books long out of print and now again available through new editions, such as Hollis' *St. Ignatius*, the *Augustine Synthesis* and the *Ground Plan for Catholic Reading* of Mr. Sheed, now available in its fourth edition. In this same sense it is praiseworthy to find serial publications of worth and Catholic merit listed because they appeared in the time covered by the present listing. These include such items as *Traditio*, volume 3; the U. S. Catholic Historical Society's *Historical Records and Studies*, volume 34; Mourret's *History of the Catholic Church*, volume 6. These fit into such an annual list and their listing here is often the means of helping individual librarians keep abreast of these continuing publications.

It would be hard to pick out a section as being better than the rest. It is better to say that where more material is available, more titles have been listed. The sections on education, religion and the social sciences are particularly rich, indicating the emphasis this year on these aspects of Catholic scholarship. We felt, however, that here and there an editor has permitted his own enthusiasm for a study to recommend for general purchase what should be more properly a special enthusiasm, as for instance the recommendation of Miss Ratigan's excellent social study on disease in four alleys of the national capital. Miss Kircher's section on books for children and young people, divided into age groups, has done well, what we think children's librarians should do, in including all material available and commendable for children readings, whether these be Catholic or not.

The group best benefited by this list will be the college and general public library. High school librarians will find many a commendable recommendation, but the generality of the list would rather be for the more advanced students. The annotations are excellent guides to the librarians who will make use of the list. Specialized demands, quality of material and emphasis on the need of the volume, as reflected in these expert librarians' comments, round off what is one of the most significant Catholic bibliographical contributions of the year.

Brother A. Thomas, F.S.C.

*Guiding growth in Christian social living; a curriculum for the elementary schools.* v.3 (upper grades). Commission on American Citizenship, Washington, D. C. Catholic University of America Press, 1946. 372p. \$4.00

The praise given to the previous two volumes by the educational world in general and this reviewer in particular (CATHOLIC LIBRARY WORLD, Nov. 1944, May, 1945) is equally due to this third and final volume, the capstone of a basic curriculum for Catholic elementary schools. When we consider that 2,125,000 children are enrolled in these schools and that the elementary school library is the most significant field of library activity today, the importance of such a progressive curriculum for librarians is very evident. Edited by Sister Mary Joan, O.P., and Sister Mary Nona, O.P., according to the plan set up by the late Msgr. Johnson, the final volume is a tribute also to the new head of the NCWC Department of Education, Msgr. Frederick G. Hochwalt.

## THE CATHOLIC LIBRARY WORLD

The organization of the material is the same as the other volumes with Part I devoted to the principles of Christian social living, Part II to the actual school program—in this volume grades 7 and 8, and Part III to supplementary materials. Librarians should read through the entire volume but will be especially interested in the booklists for students and teachers of fiction, information and reference, as well as the references to the school library. In Part III is a bibliography for teachers of books and periodicals and a directory of publishers. Of more particular interest is a Unit on the school library written by his reviewer at the request of the Commission. This is a practical article on how to organize a simple elementary school library, dealing in turn with objectives, librarian and student staff, housing, book selection, processing, cataloging and classification, teaching the use of the library, publicity and that "ole debbil" finance.

A summary chart of the program by both grade and subject is to be found in the third volume along with three other charts. The twenty-two photographs are not up to the story-telling and inspirational standards of the previous volumes but do serve to implement a highly valuable teacher and librarian tool.

Richard James Hurley.

MCCORRY, VINCENT P., S.J. *Most Worthby of All Praise*. McMullen. 189p. \$2.00

A felicitous and easily readable work on the delights and trials of religious life. From his experience as a retreat master, Father McCorry has selected those topics for discussion which will offer the most in the way of evangelical counsel and practical suggestion. While intended primarily for nuns, it can be read and studied with advantage by all.

MOORE, THOMAS HENDRICK, S.J. *Darkness Is Passed*. McMullen. 176p. \$2.00

A series of twenty-six meditations based on the life of Christ, and offered to all as a challenge to participate more fully in the sharing of the Divine life. Its conversational tone, contemporary phrasing, and striking but simple figures make it a "must" book for the night table.

GALAMBA DE OLIVEIRA, JOSEPH. *Jacinta, the Flower of Fatima*. Tr by Humberto S. Medeiros and William F. Hill. Catholic Book Publishing Co. 192p. \$2.00

Of the extraordinary sanctity of seven-year-old Jacinta Marto this book gives edifying testimony. It is in great part the personal narrative of her cousin Lucia, now a Sister of Saint Dorothy, at Tuy, Spain. To these two little girls and Jacinta's brother, Francisco, Our Lady appeared at Fatima in 1917. Her message of great import for the world is conveyed in these pages, and the secret entrusted to them is revealed. The visions vouchsafed the children were not only of Our Lady but of the Angel of Portugal and of the inferno. Mortification and prayer—these are the lessons enjoined.

Catherine M. Neale.

## BRIEF NOTICES

### Religion

GOODIER, MOST REVEREND ALBAN. *An Introduction to the Study of Ascetical and Mystical Theology*. Bruce. 209p. \$3.00

The present volume, which bears the Bruce imprint, is a reprint of the Burns Oates edition which appeared in 1938. It is a compact yet thorough treatment of the fundamental principles which must govern all spirituality if it be pleasing to God and helpful to the soul. Not so diffuse as Tanqueray, nor so scholarly as Parente, it fills the need for a guide for the lectures of a spiritual director or a brief review for the more experienced. Its brevity makes it unsuitable for the beginner since the author presupposes some previous study. The value of the treatment is increased by an historical introduction which is not often found in works of this type. Its use, however, is greatly hampered by the lack of a bibliography and the complete absence of footnotes. It is a necessary book for the seminary and novitiate library.

Rev. John A. Harrington.

### Sociology

ARNALL, ELLIS GIBBS. *The Shore Dimly Seen*. Lippincott, 312 p. \$3.00

Ellis Gibbs Arnall is the present young governor of Georgia. In this book he combines with material that is autobiographical, a defense of the South, a lamentation on the short-comings of the same South, a dissertation on railroads and railroad rate-making, some notions on corporations, arguments for states' rights and assorted opinions on persons and places, with Boston receiving several uncomplimentary asides. Governor Ar-



nall's book is not scholarly and many of his opinions have been challenged. On the mind of the South, W. J. Cash has written more thoroughly and on railroads and rates, W. Z. Ripley still leads the field. But Governor Arnall's book is not without merit. It is a challenge to Bilbo, Claghorn and the Bourbons. Librarians may find it has a limited demand.

Brother Alexander Joseph, F.S.C.

O'HANLON, SISTER MARY ELLEN, O.P.  
*Racial Myths*. Rosary College. 32p. 25c

One of the three major preoccupations of the atomic age is that of racism. The fact are often lost in the heat of debate and we should appreciate the effort herein to give both the material and spiritual information needed. After a definition of race follow discussions of heredity, the myth of racial blood, human surface characters, variations, pigmentation and body odor, mental inferiority, segregation, inter-racial marriage. The scientific, political and religious observations apply particularly to our Negro population. Every Christian should read and act, every school should have a dozen copies.

Richard James Hurley

#### Political Science

FISH, HAMILTON. *Challenge of World Communism*. Bruce. 224p. \$2.50

Former Chairman of the House Committee to investigate communist activities, Mr. Fish has written a popular presentation of the underlying motives and activities of the communist worldwide organization. He has expanded the work beyond the contents of the original report by showing the present day activities of this group in Europe, China, and Latin America as well as in the United States. Of particular interest to Catholics is the chapter entitled "Communism vs. Religion". As a solution to the problem, the author suggests "an active committee of citizens, who will arouse (Americans) by presenting the facts and call upon them to defend and save America from the fate of other complacent nations."

Further value is added by an appendix of documents and related material; unfortunately, an index is lacking.

INGRIM, ROBERT. *After Hitler Stalin?*  
Bruce. 255p. \$3.00

This book is a searching analysis of some of the critical eras of European history. It is especially concerned with the evil of exaggerated nationalism. Considerable space is devoted to an examination of Europe since 1914 and to the lamentable failure of the foreign policy of Britain to

maintain the peace. Mr. Ingram is not reticent. His judgments are numerous, clear and provocative and though he often disagrees with the official history of textbooks, he can usually sustain his case. For Hitler and his system he has proper contempt but he sees in the nationalism of totalitarian Russia an even greater evil. To him, tyranny has been succeeded by tyranny in Poland, Yugoslavia, Bulgaria and Rumania, and only a powerful and intelligent London and Washington can check its further extension.

Worthwhile addition to a college library.

Brother Alexander Joseph, F.S.C.

SMITH, A. MERRIMAN. *Thank You, Mr. President*. Harper. 304p. \$2.50

Mr. Smith, the White House correspondent for the United Press, has the task of notifying the President of the United States when his press conferences are at an end by the words of the title of this book. Here Mr. Smith recounts the adventures, pleasant and otherwise, of this job. As a result, we are presented with an intimate behind-the-scenes story of a President's work, as viewed by a kindly representative of the press. The greater part of the story is concerned with the late President Roosevelt. The occasional but unnecessary profanity makes this book a problem for the high school library.

TIMASHEFF, NICHOLAS SERGEYE-  
VITCH. *Three Worlds*. Bruce. 263p. \$2.75

In this book, the author, a political refugee from Russia who is now Associate Professor of Sociology at Fordham University, offers a comparison of Fascist, Communist, and Liberal society. Not satisfied with a presentation of their backgrounds, he also presents the points of unity and divergence in their programs for post-war reconstruction. He makes no definite prognostications, but offers hope for the survival of democracy if the liberal society will concentrate upon a program for reform.

A nine-page bibliography increases the usefulness of this book for the reference librarian.

#### Music

SONNECK, OSCAR GEORGE THEO-  
DORE. *A Bibliography of Early Secular American Music*. Library of Congress. 617p.  
Price not listed.

This bibliography is an important source book for the study of the history of American secular music up to 1800. The original edition, long out of print, was privately issued in 1905 by the late Dr. Sonneck, Chief of the Music Division of the Library of Congress from 1902 to 1917. Mrs. Upton, former professor at Oberlin University, has revised this into a much larger and more comprehensive volume.

## THE CATHOLIC LIBRARY WORLD

It contains a list, arranged alphabetically by title, of music "issued by the American press prior to the nineteenth century" and "written by native or naturalized Americans". This is followed by lists of articles and essays relating to music, composers, songsters, first lines, patriotic music, librettos, an index of publishers, printers and engravers, and an exhaustive general index of the music of the period.

In its fulness and comprehensiveness, the book is unique among American musical bibliographies. It should be included in the music section of every library.

Rev. Richard B. Curtin.

### Literature

LETTERS, FRANCIS JOSEPH HENRY.  
*Virgil*. Sheed and Ward. 162p. \$2.00

The magic art of Virgil, which evoked enthusiastic acclaim among the poet's contemporaries and has been the object of close study throughout the past twenty centuries, is the theme of this little book. Mr. Letters is convinced that "Virgil's poetry has depths even yet unsounded," and he attempts to plumb a few of these depths by an application of what he terms "poetic logic" to the text. The result is an original and independent study based on sound classical scholarship and a broad culture, yet presented in a simple and unusually attractive style.

In this "briefest of studies" the author's art is best seen in what he leaves unsaid. Avoiding the morass of erudite Virgilian minutiae, he devotes his energies to but a few significant major problems, telescopes the salient information concerning each and offers his conclusions with the clear vision and the sure touch of a careful thinker and a genuine teacher.

The book aims at imparting some appreciation of the most famous of Roman poets to non-classical students, without failing, at the same time, to afford some interest to old Virgilians. Although high school students will find its contents beyond their grasp, the work should win a place on the book shelves of their teachers, especially their classics teachers, and in college libraries as a companion and a worthy successor to such gems of Virgilian interpretation as Rand's *Magic Art of Virgil* and Mackail's *Virgil and His Meaning to the World To-day*.

Brother Alban, F.S.C.

### Biography

KUHN, ANNA. *Royal Banners Fly*. Bruce. 176p. \$2.00

Thoughtful parents who these days are giving so much attention to the readings of their children will be happy to welcome *Royal Banners* into their homes. Miss Kuhn has not only selected a most admirable group of representative great men who will inspire modern youth but she

has written life sketches of them in a warm and interesting style.

She is to be saluted for her choice of these modern heroes; a missionary, Father Damien; a scientist, Louis Pasteur; a poet, Joyce Kilmer; an athlete, Knute Rockne; a journalist, G. K. Chesterton; a war hero, Commander John J. Shea; a teacher-priest, Father Flanagan; a pope, Pius XII.

*Royal Banners* will interest and inspire all teenagers, and school librarians will recognize it as a book which will go far in filling that great gap in the non-fiction field of children's literature.

Brother C. Justin, F.S.C.

MAGARET, HÉLÈNE. *Gailhac of Beziers*. Longmans, Green. 262p. \$3.50

In the France of the mid-nineteenth century, Father Pierre Jean Gailhac strove to carry on Christ's work in his priestly life, despite the anti-Catholic and rationalistic attitude of the period. His charity, his piety and his humility led him into various paths. Thus during his lifetime, he erected a home for fallen women, an orphanage, and finally instituted the Society of the Sacred Heart of Mary.

This simply written and warmly-endowed story is a further demonstration of the author's ability. Recommended for all.

### Far East

MONAGHAN, FORBES J., S.J. *Under the Red Sun*. McMullen. 279p. \$2.75

Father Monaghan, formerly Professor of Philosophy at the Ateneo de Manila, here tells of the struggle undergone by the Filipinos during the recent war in their valiant efforts to combat the terrorism of the Japanese as well as to withstand the assaults upon the banners of their faith. It is a story told with love by a keen-eyed observer who helped to train these men—and women—for their difficult struggle. Their efforts are further proof of their loyalty and devotion to the United States. This book is a worthy companion to Father Haggerty's *Guerrilla, Padre*, and Romulo's books.

### Fiction

JANNEY, RUSSELL. *The Miracle of the Bells*. Prentice Hall. 497p. \$3.00

A melodramatic story recounting the strange effects upon the lives of the people of Coaltown, Pa., when Olga Trokowski, daughter of the town drunk and later a "movie star", is brought back to her native town for burial. It is literally a press agent's dream.

## BOOK NOTES

GRANT, MRS. DOROTHY FREMONT.  
*Night of Decision*. Longmans, Green. 279p.  
\$2.75

It will come as a surprise to many who are not too well acquainted with their American history that fear for the survival of Protestantism was once rampant in this country. Mrs. Grant, against the background of colonial New York under the governorship of Catholic Thomas Dongan, presents a romance that vividly pictures the times and the intensity of the Protestant struggle to suppress Catholicism. Interesting reading for all.

DOOLEY, ROGER B. *Less Than the Angels*. Bruce. 261p. \$2.75

This first novel is an ironic and urbane account of Caroline Straubmeyer and her inordinate desire for publicity. As Mrs. R. Emmet Murray, she carefully organizes her activities and the lives of her husband and twin sons so that all may be aware of her position as the leader of Catholic Lakeport society. Though slightly mechanical in its plot contrivances, it presents an interesting account of the Catholic snob, unfortunately all too recognizable to many of us.

MURPHY, EDWARD F. *Road from Olivet*. Bruce. 284p. \$2.50

A sequel to the author's *Scarlet Lily*, this novel narrates the further adventures of Mary Magdalen and Tullus, after their banishment, on their trip to Rome. It is largely concerned with the Magdalene's efforts to convert the world to a knowledge and love of Christ. The author wisely prefaces the story with a statement on the lack of historical foundation for his thesis.

### Juvenile

LEAF, MUNRO. *Flock of Watchbirds*. Lipincott. \$1.50

The author has devised a book of etiquette for his two children. In it he tells them the various niceties of life for children, and illustrates these in his own inimitable style. Children will be particularly delighted by the refrain "... and this is the watchbird that watches you".

## RECENT PUBLICATIONS

- |   |        |
|---|--------|
| Ancient Christian Writers, Volume One; The Letters of St. Ignatius of Antioch and St. Clement of Rome. Translated by Rev. James A. Kleist, S.J. | \$2.50 |
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| Roman Martyrology<br>Translated by Rev. Raphael Collins, S.S.   | \$4.00 |
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LORENTOWICZ, IRENA. *What's in the Trunk?* Roy. 14p. \$1.50

This delightfully illustrated volume tells the story of the contents of the trunk brought back by Daddy when he returns from the war. In it are costumes of various nations. The children have a grand time dressing up in the different clothes. This book is one of the most beautiful presented in a long time; it will have especial value for children from eight to twelve. But the younger children will be equally delighted by the captivating color and novel arrangement.

THOMPSON, BLANCHE JENNINGS. *Candle Burns for France.* Illus. by Kate Sereby. Bruce. 80p. \$1.50

Jeanne, an eleven-year old French refugee, here envisions the lives of seven French saints, who seem to her more companions than blessed worshipers at the throne of God. The seven saints whose stories are told are Ste. Genevieve, the Cure d'Ars, Ste. Germaine, Jeanne d'Arc, Blessed Catherine Laboure, Bernadette Soubirous and the Little Flower. Several delightful black and white drawings, and a full-page colored illustration, add to the beauty of the book. Suitable for the 8-11 group.

## Classified Advertisements

### Position Open

LIBRARIAN wanted for Washington Catholic High School. Will be expected to take Library Science Classes in First Year for one semester. Applicants should state experience, salary desired, etc. Apply care of this magazine, Box P 1.

### Periodicals and Bulletins Back Numbers for Sale

For sale or exchange: assorted numbers or complete volumes of Catholic and secular periodicals. For lists write: Librarian, Capuchin Monastery, Herman, Penna.

### Wanted

Homiletic and Pastoral Review: v. 1, nos. 2-6 8-12; v. 10, nos. 7-11; v. 18, nos. 7-8, 10-11; v. 19, nos. 3, 6, 11, 12.

Journal of Religious Instruction: v. 1, no 1; v. 13, no. 2.

Thought: v. 1, no. 1; v. 2, nos. 1, 3; v. 6, nos. 1-3; v. 7, no. 2; v. 8, no. 1; v. 12, nos. 3-4; v. 13, nos. 1-4; v. 17 (1942) no. 66.

Address: The Reverend Librarian, Don Bosco College Library, Newton, New Jersey



